873 students for Sinkiang.[47] The report said that most of the students were middle school graduates and 33 per cent were girls. Obviously, the practice of assigning students to work where they are needed is still practised in East China.

D. The Teachers' Training Program

875 As shown in Chart 2, colleges and secondary schools for teacher training have equal standing with general schools on the same levels. In their curricula, the teachers' training schools stress certain aspects which are not emphasized in general educational institutions. The urgent need for trained teachers for schools on different levels was first announced in October 1950 by Ma. Hsü-lun, then Minister of Education. Ma told the first All-China Conference on Primary Education and Teachers' Training that, before 1957, according to the planned expansion of schools, China would need 1 000,000 new teachers. Of these 200,000 would be for "spare-time" schools for peasants and workers, 130,000 for regular middle schools, 10,000 for colleges, and the remainder for kindergartens.[48]

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47. Quoted in Union Research Service (a China Mainland press digest bulletin), No. 4, Hong Kong, Union Research Institute, September 27, 1955, p. 7.

48. The Slave Culture and Education of Chinese Communists, p. 23.

875 Measures adopted to expedite the training of teachers included the condensation of regular courses and the organization of special short-term courses for training primary school teachers. Many primary school teachers who had left the profession were induced to return. To improve their qualifications, these teachers were encouraged to use their spare time to take refresher courses espedally arranged for them. In 1953, there were 1,280 such refresher courses given throughout China. For teachers in outlying districts, correspondence courses were offered in addition to reference materials brought to them by mobile libraries. The Communists claim that 407 counties formed correspondence clubs among themselves, and exchanged teaching experiences, thus helping one another to improve teaching techniques.[49] Another measure adopted was the hiring of some high school graduates after a period of apprenticeship, to serve as teachers in the same schools.

In October 1952, the secondary teachers' training schools in East China registered a total of 72,900 students.[50] Although this was claimed to have more than doubled the number enrolled in 1949, the shortage of teachers still remained a serious problem. In 1954,

49. People's Education, Jan. 1953, p. 23.
50. Liberation Daily. Oct. 1952, p. 5.

875 Tung Ch'un-ts'ai, Vice-Minister of Education, again warned that there would be a shortage of 100,000 secondary school teachers in the next five years.[51] Nine months later, a report from the Ministry of Education stated that, according to plan the expansion of the secondary schools in 1954 would call for about 28,000 additional teachers. Yet all the teachers' colleges in China would graduate no more than 9,600 teachers in 1954. It was estimated that of this number only about 7,600 teachers (new) would be available, since some of the graduates would be "asked" to remain on the staff of the teachers' colleges, which would have to be expanded at the same time.

Political training for future teachers is stressed in all the teachers' colleges. The curricula designed by the Ministry of Education specify that 33.8 per cent of the total credit hours for a teacher in training must be devoted to the "history of Communist revolution," Marxian and Leninist theories, psychology, the Communist theory of education, the study of Communist teaching methods, and physical education.[52]

E. Schools for Peasants, Workers, Cadres, and the Illiterate.

873 To give political and technical training to peasants, workers, and other "cadres" is one

51. People's Education, January, 1954, pp. 17-18.

52. Ibid., September 1954. pp. 9-10.